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EDITORIAL NOTES

GEORGE HERBERT LOCKE

MR. PAUL H. HANUS, professor of the Theory and Practice of Education in Harvard University is undertaking a very thorough investigation concerning the working of the elective system in the colleges and the secondary schools of this country. For this purpose he has issued a circular, asking for information under the following heads: (1) Please name the studies which you have taken during your school career, including your courses for the present year. Kindly underscore prescribed studies. (2) Has your choice of studies been determined by any of the following reasons: (*a*) Temporary interest due to the recommendation of other students; (*b*) The advice of teachers, parents, or guardians; (*c*) deliberate choice in accordance with your own tastes; (*d*) the desire to avoid difficult subjects. (3) If two or more of these reasons have determined your choices, please say so. If other reasons than those enumerated have determined your choices, please give them.

These questions are asked of seniors in the high school, and Mr. Hanus will send to the headmaster of any high school printed forms to be thus filled out. The investigation is extended also to college courses, and the questions there asked correspond pretty closely to those asked in the secondary schools. We read very much of the theory of elective studies, but after all the most valuable contributions to literature on this subject will be the experiences that schools have had in the actual workings of this system. Hence, we believe that the result of Mr. Hanus' investigations will do more to settle the question of elective studies, their advantages and their disadvantages, than anything else that has up to this time been offered. We hope to add something of definite value to this investigation in an article on "The Galesburg plan of Elective Studies," by Mr. F. D. Thomson, principal of the high school. This will appear in the January issue of the SCHOOL REVIEW.

THE Associated Academic Principals of the State of New York will hold their sixteenth annual holiday conference in Syracuse, on Wednesday, Thursday, and Friday, December 26-28. While this conference is of secondary teachers and is in the interest of high schools and academies, there is a cordial invitation to colleges and normal schools to send representatives, who are free to take part in the discussions at the meetings. The spirit and objects of this meeting are too well known to need any extended statement, excepting to say that it is one of the most important gatherings of persons

interested in the vital problems of education in the eastern states. Some of the subjects to be discussed are as follows: To what extent should the high school be graded? What is the aim and purpose of nature study, and how can it be rationally applied to school work? The place of music in the high-school course. Defects of history teaching in the high school as revealed in the college. How much history is it possible to teach in the grades and how much is desirable? What is meant by "rational education?" The vital question of athletics in high schools will be discussed and a morning given to the discussion of Professor Münsterberg's paper in the *Atlantic Monthly* on school reform. Particulars in regard to the reduction of fare on the railways and other specific items of interest in connection with the meeting will be given on application to Mr. S. Dwight Arms, secretary of the association, Albany, N. Y.

SUPERINTENDENT F. D. BOYNTON, of Ithaca, N. Y., has just issued his report of the progress of education in that city for the year 1899-1900. It is full of interesting and suggestive material, and shows what substantial progress can be made in a city which has enlightened legislators and administrators. The growth of the high school has been phenomenal, for, with practically no increase in the city or school population, the attendance has increased from 308 in 1890 to 572 in 1900. This is due partly to the influence of Cornell University, which makes the school prominent as a fitting school, partly to the lengthening of the course from three to four years, but the superintendent says that "equal, if not greater than these, is the expert instruction given in the class room; the personal interest of the teachers in student affairs, as shown in athletics, musical, and literary clubs, lecture courses, social, and other entertainments; and the liberal courses of study offered, thus affording a student an opportunity of developing his individual tastes." There are two interesting experiments in education being tried in Ithaca, the one in elementary education, the other in secondary, the results of which will be looked for with more than ordinary interest. The one in connection with elementary education was suggested by the remarks of President Eliot at the National Educational Association in 1892, and President Harper at the New York University Convocation in Albany in 1899 on the subject of "Waste in Education." Mr. Boynton describes the experiment as follows:

One year ago, after the public schools had been in session for about three weeks, with the consent of the president and the board, a notice was printed in our local papers announcing that a one-hour class would be opened in connection with the training department of the high school. The first fourteen children who responded to this notice were taken. During the remainder of the first term these children were in school for forty-five minutes a day. Later this time was extended to one hour, and in the spring quarter to one and one half hours. The class was under the personal direction of Mrs. Jenkins. In the middle of the year a second class of about the same number was organized in the same manner. The children in both of these classes were considered as too young to enter the primary grades of the public schools. The

first class did, without difficulty, the work of the first year and a part of the second year; and the second class made corresponding progress. These two classes still form the practice department for the teachers studying in our training department. The first class is doing the work of the first half of the third grade and the second class the work of the first half of the second grade. While one swallow does not make a summer, it can be maintained that the two classes with which this experiment is worked out were not in any sense exceptional; and it is my opinion that any class of children in the primary schools of this or any other city can be divided into small sections on short time with the same satisfactory results.

With the consent of the teachers' committee primary teachers have this fall been instructed not to retain their pupils for a longer period than one and a half hours, unless the conditions of the school made a variation temporarily necessary. Thus far the plan has worked to their entire satisfaction.

The other experiment is in connection with the development of a six years' high-school course, as recommended by the Committee on College Entrance Requirements. Mr. Boynton speaks of the desirability and the local possibility of such a scheme as follows:

Our high school is peculiarly well adapted to the carrying out of this suggestion, inasmuch as the seventh and eighth grades now occupy rooms on the first floor of the building. In fact it may be said that the scheme is practically in operation since pupils of the grammar school are permitted to take Latin, history, and drawing, all high-school subjects. Yet a further expansion in this direction is possible and highly desirable.

Few students leave school at the end of the sixth grade. They are prevented from doing so by the compulsory education law. By considering the pupils in the seventh and eighth grades as high-school students, inspiration would be given to many to continue in school longer than under any other plan. It would also, by permitting the correlation of the program for the seventh and eighth grades with the ninth and tenth, save much time to the pupil. It has been estimated and theoretically proven that one year of a pupil's time could thus be saved without any loss whatever to his intellectual development and without increasing his present duties one iota. This change would permit the arrangement of a satisfactory secondary four years' program.

THE committee appointed to formulate regulations for the proper government of intercollegiate sport has at last finished its work and made known the result of two years' close deliberation. Those who comprised the committee were: Professor Ira N. Hollis, Harvard; Professor George S. Patterson, Pennsylvania; Professor Henry B. Tine, Princeton; James T. Kemp, Columbia; Benjamin I. Wheeler, California; William H. Munro, Brown; and S. M. Dennis, Cornell.

The rules adopted provide that athletics shall be in charge of a committee, upon which the faculty shall be represented. No student is allowed to take part for a university of any kind unless he shall satisfy the committee that he intends to remain a *bona fide* student throughout the year. Students who have taken part in contests for gain at any time are barred.

No student shall represent a university in more than one branch of sport

in a single academic year without permission from the Athletic Committee. No student shall be a member of both the freshman and university teams.

No student shall represent one or more universities or colleges in athletic contests for more than four years. In applying this rule to students going from one institution to another only those years are to be counted which are regarded as the equivalent of college years in the institution to which the student is admitted.

No student who has played in any intercollegiate contest upon a team of any other college or university shall represent a university till he has resided one academic year at the university and has attained in the annual examinations upon a full year's work a satisfactory standard of scholarship.

Students who have not passed examinations showing themselves capable of a year's work at the university shall not be permitted to play on either class or university teams until they have resided a year at the university. Special or partial students, unless their studies are equivalent to the course prescribed for a degree, are not permitted to engage in intercollegiate athletics for a year. Students who have been dropped to a lower class are not allowed to represent the university in athletics until they have either regained their class or done a year's satisfactory work in the lower class. This rule may not be evaded by transfer to another department, because the student must remain a year in the new department before eligible. Students may not play on freshman teams if they have been freshmen at universities before. All schedules for races, games, or exhibitions have to be first approved by the Athletic Committee.

No student shall be eligible to a university team in case he owes money for his share of the training table expenses of a previous term. No interpretation of the rules shall permit a student to receive his board free at the training table.

No university team shall engage in any public contest on other than college grounds.

Team practice is not permitted during the vacation, except for ten days before the opening of the fall term.

In the August number of the *Revue de Paris* there appeared an important paper on the place of mathematics in secondary education in France, in which the author, M. Tannery, complains that in France the sciences do not penetrate the system of secondary education, but are added to it like excrescences. The method of teaching them corresponds to no practical need and serves as no preparation for a career, but rather for examinations which must be passed in order to enter certain professions. M. Tannery declares that there are certain portions of mathematical science that take the place in the French democracy of those old heraldic quarterings of nobility, the possession of which in former days was really the sole qualification for state service. He does not suggest any palliatives—which he considers is the

business of specialists; but he asserts, that the evil is due to a false conception, not only of secondary education itself, but of the part which the sciences ought to play in it. Secondary education ought to form young people for the work which is to occupy their life, and that work in the majority of cases will consist in directing, more or less immediately, the physical labor of other men. This power of direction can only be derived from science; whereas, M. Tannery complains, the whole tendency of teaching is towards the enjoyment and production of literary work. It must not be supposed that he ignores the value of mathematics as an intellectual discipline; he simply complains that the French *lycées* are constituted on the model of old ecclesiastical establishments dating from the time when there was no science except mathematics; but nowadays, when the development of the practical application of scientific truths cannot fail to bring a rapid change in the distribution of wealth, and is even certain to become itself the principal source of wealth, it is obvious that the wise teaching of science becomes a social question of the first importance. M. Tannery evidently thinks that the future progress of France, both in the moral and in the economic spheres, is bound up in no small degree in this question of the reform of teaching methods. We are indebted to the *Review of Reviews* for this interesting summary.